A Change without a Change!!: National Curriculum Reform and EFL Teachers' Motivation in Iran*

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Abstract
Taking the significance of teacher motivation in professional practice and pedagogical achievements of teachers, students and their educational goals, this study aimed to investigate EFL teachers' motivation affected by the introduction of the Fundamental Reform Document of Education in Iran. For the quantitative phase of the study, a researcher-made questionnaire developed based on the four aspects of motivation by Dornyei and Ushioda (2011) was distributed among 98 Iranian EFL teachers. Afterwards, to capture the salient factors of teachers' motivation, a set of semi-structured interviews with 7 volunteer teachers were conducted. The results revealed that this reform has had a positive effect on teachers' motivation yet it has not been that much comprehensive to take into account all the motivation factors except for the contextual ones.

Introduction

The fields of applied linguistics in general and English Language Teaching (ELT) in particular, have gone through a number of remarkable evolutions over the last two decades (Aghagolzade & Davari , 2014). Dissatisfactions with the results of traditional teaching methods led to the emergence of Post-method pedagogy in the late 1990s. It was a dramatic change from focus on method to the principles underlying good language teaching practice (Larsen-Freeman & Anderson, 2011). Involvement of learners in second language classroom to achieve real- life communication was a significant aim of the new shifts and evolutions. Along with such global shifts in English Language Teaching (ELT)field, the current status of this language in Iranian society has experienced major shifts and changes during the last ten years.

To change the educational system of Iran, *Fundamental Reform Document of Education (FRDE) in the Islamic Republic of Iran* was finalized in 2012. The basic framework of the document was within the lofty ideals of the Islamic government focusing on "the country's 2025 vision in which the country is expected to promote to the highest economic, scientific and technological position at regional level with an Islamic, revolutionary identity to motivate the Islamic world through constructive and efficient interaction at international arena" (FRDE, p.2).

In the new curriculum, the main emphasis of the English teaching method is on Communicative Language Teaching (CLT). It is a way not only to encourage students' active participation in language learning process, but also to persuade teachers to promote students' communicative skills (Aghagolzade & Davari, 2014).The new reform is an inductive approach toward teaching which attempts to enhance collaboration among learners, assigning appropriate feedback toward learners' mistakes, and paying meticulous attention to the learners' mental and emotional aspects in learning. Emphasizing classroom interaction is another significant feature of the new ELT curriculum (Kheirabadi & Alavi Moghaddam, 2016).

However, despite the new reform's outstanding merits, teachers often complain of the framework of the new textbooks, new teaching curriculum, lack of the desired facilities, the need for pre-service and in-service training, the number of students and many other issues which might lead to teachers' demotivation (Yaghobinejad, Zarrinabadi & Nejadansari, 2016). It is clear that lack of motivation on either teachers' or students' part may affect the whole learning process and it is particularly unfavorable with respect to teachers since an unmotivated teacher will diminish their learners' interest and willingness toward the learning process (Yaghobinejad et al,2016).

As Freeman, Lasky, Sutherland & Torrance, 2002 say, the effectiveness of the introduction of any educational reform is partially depends on teachers' motivation. Tavakoli, Yaghoubinejad & Zarrinabadi (2018) carried out a study to make a cross-cultural comparison of motivational macro strategies of Iranian English teachers and to find out their salient motivational strategies and the reasons behind them. In another study, Yaghobinejad , Zarrinabadi & Nejadansari (2016) investigated demotivating factors for Iranian junior high school teachers and figured out the salient demotivating factors in the post reform era. It seems that studying teachers' motivation affected by the introduction of the new ELT programs is under-researched and carrying out the present study in which the impact of the new reform on Iranian English teachers' motivation is studied can help fill the above-mentioned gap in the literature and has its educational implications for the stakeholders.

Literature Review

Curricular Reform in Iran

According to Aghagolzade & Davari (2014), after the Islamic Revolution in 1978, various educational reforms were introduced by the ministry of education to change educational policies and teaching methodologies in the post – reform era. The first document which aimed to revolutionize English Language Teaching was approved in 2004. It was known as *Comprehensive Policies of the Islamic Republic of Iran regarding globalization* in which *English* and French

were introduced as global languages that were significant elements for active participation of Iranian EFL learners in the current world.

The other document as *the National Curriculum Document* was offered in 2009 in which computer literacy and knowing a foreign language were assumed as the essential aspects of literacy, business, technology, science, and politics. Regarding foreign language education, the emphasis of the document was put on a communicative approach and learning all four language skills.

However, these documents did not meet the basic necessities of paradigm shift and social requirements corresponding to the prestige of the Islamic Republic. So, the society was in great need of an "education system capable of materializing *Hayate Tayyebah* (the ideal Islamic life), universal justice and Islamic-Iranian civilization" (p.6). Therefore, in 2011, *Fundamental Reform Document of Education (FRDE) in the Islamic Republic of Iran* was finalized.

Today, based on Iran's Reformed National Curriculum, the new reform is an attempt to enhance collaboration among learners, assigning appropriate feedbacks toward learners" mistakes, and paying significant attention to the learners" mental and emotional aspects in learning. The new educational shift assigns more attention to meaning than form. In general fostering communicative ability of the learners in English and bridging the information gaps are fundamental characteristics of the curriculum (Kheirabadi & Alavi Moghaddam, 2014).

The newly- introduced educational reform has been the target of various research studies. The findings of the study by Atai & Mazlum (2012) showed that English language teaching program in Iran is not based on a systematic needs analysis. Safari and Sahragard (2015) made an attempt to explore the problems, challenges, and concerns that English teachers have had during the period of three years after the application of new ELT program in the secondary high schools. They revealed that the new national reform was followed by teachers' negative feedback, expressing concerns, problems, and limitations on

the implementation of the new ELT program. Yaghobinejad, Zarrinabadi & Nejadansari (2016) investigated demotivating factors for Iranian junior high school teachers and found out the salient demotivating factors in the post reform era. They revealed that lack of social respect and rewards, lack of educational support and a large number of students in English classes were the dominant factors to Iranian junior high school teachers.

Teacher Motivation

Teachers play a pivotal role in the prosperity of any educational policy and consequently teacher motivation makes an invaluable contribution to the professional practice and pedagogical achievements of teachers and educational goals (Salifu & Seyram Agbenyega, 2013, Agezo, 2010, Cogneau , 2003). Sinclair (2008) defined teacher motivation as something that reveals "what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession" (2008, p. 37).

A study on teacher motivation was performed by Tavakoli, Yaghoubinejad & Zarrinabadi (2018). Their study was an attempt to make a cross-cultural comparison of motivational macro strategies of Iranian English teachers and to find out their salient motivational strategies and the reasons behind them. Their study revealed some culture specific differences in strategy importance and use specifically in terms of promoting learners' autonomy and goal-orienteers.

Theoretical Framework

Dornyei and Ushioda (2011) suggest four aspects of motivation with respect to the teaching process.

1) Motivation is linked to *Intrinsic Component* or the internal desire to teach, transmit knowledge and values and develop a community or a whole society. Some educational rewards such as working with students and observing some changes in their performance, increasing their level of knowledge in a subject matter are motivating factors in this domain (Csikszentmhalyi, 1997).

2) Motivation embraces *Social and Contextual Factors* that persuade an individual to select a profession and affect his performance. Environment plays a crucial role in job motivation. Dinham & Scott (2000) point to significant motivating categories in this regard: 1) Micro-level extrinsic factors which are mostly school-based and include all school occurrences which motivate or demotivate teachers and 2) Macro-level or systemic level factors which embrace the whole society and its educational policies.

3) Motivation concerns *Temporal Dimensions or Axes* which influence ones long- term profession as a teacher. A wide range of activities and events occur in a particular career (such as honors/ awards, grants/ travel opportunities which influence one's motivation in a professional career.

4) Motivation includes *Negative Factors and Influences* in an educational setting. They are demotivating factors which make educators bored and frustrated in an educational process.

They are basically related to stress, lack of teachers' autonomy and self-efficacy, receptiveness of content and lack of professional growth for teachers, and having a vague view of their profession in a long run.

As the major concept of this study, motivation has been operationally defined using Dornyei & Ushida (2011) in order to crystalize the effect of the curriculum reform on Iranian EFL teachers' motivation.

Research Questions

RQ 1. Has the curricular reform influenced Iranian EFL teachers' motivation?

RQ 2. What are the salient factors motivating EFL teachers?

The results of the two research questions called for further analysis and interpretation and therefore the third research question was suggested:

RQ 3. Why are these factors considered as playing crucial roles in motivating Iranian English teachers?

Method

Design of the Study

A mixed-methods research with a sequential explanatory design was employed in the present study. The mixed-methods research is useful in examining multidimensional and complex issues, especially in the field of language learning since it can lead to more valid findings (Dörnyei & Ushioda, 2011, Dörnyei, 2007). In some cases the quantitative data is not enough to explain the phenomena and the researcher needs qualitative findings to be collected and analyzed in order to 'explain, refine, clarify, and extend quantitative results' (Ivankova & Creswell, 2009, p.139). Consequently, the researchers in this study planned and adopted an explanatory mixed methods design within two distinct stages (Creswell and Plano Clark 2011; Creswell et al.2003). The quantitative data were collected through a questionnaire (see the appendix) to identify aspects of teachers' motivation in the pre reform and post reform era, then for further explanation of the phenomenon at question, a qualitative phase was implemented through offering interview questions to help explain and interpret the quantitative results.

Participants

A total of 98 English teachers participated in the quantitative phase of the study. These teachers were selected based on the availability technique from public and private schools of Chaharmahal and Bakhtiari and Isfahan provinces. They were 43 males (44%) and 55 females (56%) who were 30 to 47 years old and had work experience between 10 to 25 years. With respect to their educational level, 61 were holding bachelor's degree in Teaching English as a Foreign Language (TEFL), 32 were holding master's degree, and 5 were either Doctor of Philosophy (Ph.D.) holders or Ph.D. candidates in TEFL. They were mostly teaching in the state schools of the central or suburban areas of the above provinces.

The participants of the qualitative phase were purposefully selected in a two-stage procedure. The researchers identified the respondents by calculating the summed mean scores for all responses

to the questionnaires and then by selecting a few respondents with the mean scores within one standard error of the mean. In the second stage, twelve best informants were selected applying a maximal variation strategy by which instead of seeking representativeness through equal probabilities, the sampling seeks it by including a wide range of extremes (Creswell, 2005). This yields five females and two males. All seven agreed to participate in the second phase of the study (see Table 1).

Table1. Demographic information of the participants

Qualitative Stage (N=7)				Quantitative Stage (N=98)			
Gender	Age	Education	Gender	Gender	Age	Education	Experience
44% male	30-47	62% BA	10-25yrs	71%male	40-47	28% PhD	10 – 25yrs
56% female	30-47	33% MA	10-25yrs	29% female	40-47	72% BA	10-25yrs
		5% PhD	10-25yrs				

Instruments

Due to the mixed methods nature of the study, the researcher used two different instruments in order to collect data for examining the target research questions. In quantitative procedure, a researcher-made questionnaire based on the four aspects of motivation proposed by Dornyei and Ushioda (2011) was applied and offered to 98 Iranian EFL teachers (see Appendix).

In Qualitative phase of the study, a structured interview protocol including six questions was made based on the quantitative results of the first stage of the study. The questions were examined by two experts in the field and their comments were implemented.

Quantitative procedures

For the first phase of the study, a questionnaire was developed by the researchers based on the four aspects of motivation proposed by Dornyei and Ushioda (2011).

Regarding the significance of piloting in quantitative researches (Dornyei ,2007),the researchers asked three colleagues to go through items and provide feedback. Then, a near-final version of the questionnaires was collected and the questionnaire was administered to a group of 50 participants and the answers were analyzed statistically to finalize them.

The reliability of the scales and items was established (r = .92) using internal consistency reliability indexes. Need to say that in order to help participants answer the questions, the questionnaire was constructed in Persian, the mother language of the participants.

Qualitative procedures

In the second phase of the study, a structured interview including six questions was conducted for further explanation in order to capture a comprehensive picture of the phenomenon at question. The content of the interview protocol was elicited from the quantitative results of the first stage of the study. The questions aimed to explore five issues (changes in textbooks and technological equipment, school associations, evaluation of teachers' performance, teachers' social position and financial issues, CLT and its tasks and the number of teaching hours). Each interview lasted 15 minutes and it was audio – taped while the interviewer was also taking notes during the interview session. Data collection was done up to the point of saturation (Do¨rnyei, 2007). Audio – recordings of the interviews were transcribed verbatim and were printed for better analysis.

The analysis of the interviews was carried out through several stages. In the first stage, the researchers open coded the transcripts. According to Corbin and Strauss (2014), the researchers framed the categories as activities or processes. The categories were then filed with the interview excerpts.

The second stage of the analysis included axial coding. In this stage, repeated ideas were extracted to arrive at more general themes. To do so, categories were monitored carefully and their high-order themes were revealed. These were then put together and a whole picture of the categories was made to be compared and contrasted with each other. These categories were then refined so that they could finally put in the same group. Then, the best categories demonstrating the meaning of the data were selected. In this way the interviews were coded and the researchers attempted to describe the data and their main themes so that to find more about the phenomena under study.

To ensure the credibility of the findings, a colleague who was familiar with the notion of teacher motivation and qualitative research performed the external auditing of the codes and inferences. The participants were interviewed informally and results and interpretations were reviewed to accomplish the member checking process.

Ethical considerations

Several ethical considerations were undertaken before, during, and after data collection and data analysis. Prior to the interviews, the researchers informed the participants about the aim and the nature of the study. Furthermore, they were assured that their privacy would be guaranteed, their identity would not be revealed, and the information they gave would be confidentially treated.

Results

As the design of the study is of mixed-methods nature, the obtained data was of two types. In the following sections, the results of quantitative and qualitative data will be presented respectively.

Quantitative findings

Five analyses were carried out in order to answer the research question 1 and 2 in which the researchers were to find whether the newly-implemented curriculum reform has had any effect on teachers' motivation and to find the salient factors regarding this, as well.

The difference in the contextual factors (CF) of teachers' motivation from time 1 (pre-reform) to time 2 (post-reform) was tested with a paired-sample t-test (Table 2).

The results indicated a statistically significant increase from time 1 (M= 302.86, SD= 65.299) to time 2 (M= 373.06, SD=62.59), t (97) = 8.102, p=.000 (two – tailed) (Table3). The eta squared statistics (.72) revealed a large effect size since it exceeded .14.

Table 2. Paired Samples Statistics of Contextual Factors from Time 1 to Time 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Time 1	302.86	98	65.299	6.596
	Time 2	373.06	98	62.597	6.323

Table 3. Descriptive statistics of Contextual Factors in teachers' motivation from time 1 to time 2

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std..Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	Time1 Time 2	-70.204	85.783	8.665	-87.402	--53.006	-8.102	97	.000

Regarding the second category of teacher motivation, intrinsic components (IC), another paired – sampled t- test was carried out to analyze the difference in the intrinsic components from the pre reform to the post reform era (Table 4).

The obtained results indicated that EFL teachers' motivation with respect to intrinsic aspects has grown from time 1 (M = 373.47, SD = 61, 51) to time 2 (M =413.27, SD = 56.78), t (97) = 4.298, p = .000 (two –tailed). Since the results were significant the eta- squared statistics was performed (eta = .15) and it revealed a large effect size regarding intrinsic factors and teachers motivation in the post reform era (time 2).

Table 4. Paired Samples Statistics of Intrinsic Factors from Time 1 to Time 2

		Mean	N	Std. Deviation	Std. Mean	Error
Pair 1	Time 1	373.47	98	61.512	6.214	
	Time 2	413.27	98	56.783	5.736	

Table 5. Descriptive statistics of Intrinsic Factors in teachers' motivation from time 1 to time 2

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upp			

					er				
Pai r 1	Tim e1- Tim e 2	- 39.7 96	91.651	9.258	- 58.171	- 21.4 21	- 4.29 8	9 7	.000

Another aspect of teacher motivation; namely, negative factors, was tested with a paired – sample t-test. The results from time 1 (M = 329.39, SD = 67.11) to time 2 (M = 343.06, SD = 66.81), t (97) =1.579, p = .118) revealed no significant variation from the pre-test to the post-test era (Tables 6 and 7).

Table 6. Paired Samples Statistics of Negative Factors from Time 1 to Time 2

	Mean	N	Std. Deviation	Std. Error Mean
Time 1	329.39	98	67.118	6.780
Time 2	343.06	98	66.819	6.750

Table 7. Descriptive statistics of Negative Factors in teachers' motivation from time 1 to time 2

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Devi ation	Std. Error Mea n	95% Confidence Interval of the Difference				
			Lower	Uppe			

					r			
Pair1	-	85.75	8.662	-	3.519	-	97	.118
Time1	13.673	2		30.866		1.579		
Time 2								

Regarding the temporal dimension of teacher motivation, the difference from time 1 to time 2 was analyzed through a paired sample t-test. The results revealed partial difference from time 1 (M = 296.94, SD= 82.25) to time 2 (M = 318.37, SD = 100.99), t (97) = 2.683, p = .009) (Table 8). The eta squared statistics (.06) indicated a small effect size.

Table 8. Paired Samples Statistics of Temporal Dimensions from Time 1 to Time 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Time1	296.94	98	82.254	8.309
	Time 2	318.37	98	100.992	10.202

Table 9. Descriptive statistics of Temporal Dimensions from Time 1 to Time 2

	Paired Differences				t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper				
Pair Time1 Time2	-21.429	79.080	7.988	-37.283	-5.574	-2.683	9 7	.009	

To answer the second research question (RQ 2. What are the salient factors motivating EFL teachers?), the obtained results from tables 2 to 9 , demonstrate that Contextual Factors were the most dominant factors which were positively affected by the reform. Temporal Dimensions and Negative Factors were slightly affected by the reform; however, Intrinsic Factors did not encounter any change from pre reform to the post reform era.

In order to see whether the implementation of the reform has affected the teachers' motivation, a paired-sample t-test was carried out. The results indicated a statistically significant increase from time 1 (M= 52.11, SD= 6.656) to time 2 (M= 57.91, SD=7.631), t (97) = 7.269, p=.000 (Table 10). The eta squared statistics (.35) revealed a large effect size. Therefore, regarding the first research question: (RQ1. Has the curricular reform influenced Iranian EFL teachers' motivation?) the obtained results revealed that the reform has positively influenced teachers' motivation.

Table 10. Paired Samples Statistics of the general effect of the reform on teachers' motivation from Time 1 to Time 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Time 1	52.11	98	6.656	.672

	Time 2	57.91	98	7.631	.771

Table 11. Descriptive statistics of the general effect of the reform on teachers' motivation from time 1 to time 2

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Time1Time2	-5.804	7.904	.798	-7.389	-4.219	-7.269	97	.000

Qualitative findings

To shed light to the third research question (RQ 3. Why are these factors considered as playing crucial roles in motivating Iranian English teachers?), findings of the interview process were used to shed more lights to the results of the quantitative procedure. They were employed to further elaborate on why the Fundamental Reform Document of Education has affected EFL teachers' motivation.

The questions aimed to explore five issues (changes in textbooks and technological equipment, school associations, evaluation of teachers' performance, teachers' social position and financial issues, CLT and its tasks and the number of teaching hours).

Discussion

Despite the pivotal role of teachers in the triangle of learning process,less attention has been paid to their motivation as a key in the implementation of educational policies in classroom (Agezo, 2010, Salifu & Agbenyega, 2013, Sargent & Hannum, 2005). Although teachers' and students' lack of motivation may harm the whole learning process, lack of motivation on teachers' side may drastically eliminate language learners' willingness and passion toward learning (Yaghoubinejad, Zarrinabadi & Nejadansari, 2016).

As indicated in the related literature there are some factors affecting teacher's motivation. Introduction of educational reforms in general and language learning curriculum in particular, among others, may contribute to changes in teacher's level of motivation. Considering the reform implemented in the educational system of Iran in 2011, the present study was undertaken to investigate how effective this reform has been in motivating Iranian EFL teachers in junior high schools.

Intrinsic Components of Motivation

To investigate intrinsic components in teachers' motivation, five major questions were designed in the questionnaire. They included the effects of the reform on teacher' willingness toward teaching English, the reform effect on teacher's interest in studying academic articles, the effects of students' educational performances on teachers' inclination towards teaching, how appealing teaching has become through the implementation of the newly-introduced reform, and teacher's level of flow out of their help to students' growth.

The obtained results revealed no significant difference in the pre – reform and the post –reform era in terms of the above-mentioned intrinsic motivation factors except for the appeal of teaching for teachers after the reform.

As English teaching speaks for itself, there are many players which work in line with each other inside a system and whose roles cannot be ignored in teaching-learning game including student,

textbook, class size, technological facilities. If the reform influenced all these factors, teachers' willingness toward teaching would be affected as well. It seems that this reform has not been that much comprehensive to take into account all these factors. As the following excerpt reveals explicitly, one factor namely, teacher cannot speak for all.

Excerpt 1

As a teacher in his career mid-life, I came to this reality that no change happens if and only if one side of the influencing configuration is targeted. Vividly seen, releasing new English textbooks without providing the required infrastructures to meet the success of teaching such as modernizing classroom, updating teachers in terms of content knowledge and practical knowledge, delivering well-designed in-service courses, taking into account the financial and social status of teachers, …. leads to nowhere.

Reason1

Since CLT as an interactive approach in the newly-adopted reform demands EFL students' active participation in the educational process, EFL learners' active performance has enhanced EFL teachers' motivation toward teaching. In addition, the design of the newly-published textbooks and the activities and tasks inside undoubtedly make teaching appealing to teachers. These tasks and the intended approach together could make teaching interesting and appealing. The excerpt below self-evidently supports this result.

Excerpt 2

I think these textbooks along with their teachers' guides s help my students learn better. They are not alone in dealing with English learning problems for active participation using pair work and group work is required. My students would learn new language knowledge and acquire the four skills together studying these new textbooks. Moreover, they can express their own emotions, ideas, thoughts.

Motivation and Contextual Factors

In terms of the social and contextual factors, five major questions were adopted to investigate English teachers' motivation. They included the number of students in English class, the quality of educational and teachers' attendance in school associations.

Reason 2

As the findings of the study indicated, the results were not in line with Yaghoubinejad,et al, (2016). They studied major demotivating factors in the post – reform era and found that lack of support regarding English education was one of the major demotivating aspects in this regard. However, in the present study, the obtained results demonstrated positive changes in Iranian EFL teachers' motivation with respect to new technologies and class equipment. To shed more fresh light on the results, interview questions were also offered to teachers and they were mostly satisfied with class equipment. They appreciated class equipment but commented on some minor shortcomings in some rural areas.

Excerpt 3

I have been teaching in both public and private schools. There is enough language-related equipment in all these schools particularly in public ones. They have made my teaching easier than before, however, in some rural districts it might not work properly, or working with this equipment may not be that much easy for some colleagues. Anyway, I love using new equipment and technologies in English classrooms.

A large number of students in a single English class was another demotivating factor revealed by Yaghoubinejad,et al, (2016). However, the results of the present study revealed no significant change from the pre- reform to the post- reform era in terms of the number of learners especially in urban districts. The interviewees stated that according to the reports given by the technology department of the ministry of education, the maximum number of students in a class could be 39 students. Therefore, no change in class size has occurred during the post reform era. It seems that the

difference between the results of these two studies relates to the norm of class size of the educational district in which each study has been carried out.

With respect to the Iranian English teachers' participation in *school association,* no significant change was observed compared with pre-reform era. As the results of the interviews showed, school associations do not have that much efficiency in solving teachers' problems and much of the time, quite common issues are dealt with in.

Excerpt 4
I have been teaching English for more than twenty years, however, I personally have not seen any significant contribution of these school associations in solving teachers' problems. This could be due to this fact that either as a teacher I am not sure about the real function of these associations. This has not made any difference in pre – reform and post-reform era.

At the end of each academic year teachers in Iranian ministry of education are evaluated based on some general criteria such as the number of hours they have attended at in-service courses, and specific one such as the quality of classroom management, among many others. As the results of the study showed there has been no significant difference between pre- and post-reform era in terms of the effect of teachers' evaluation criteria on their motivation. As the following excerpt reveals, the reform has paid no attention to the evaluation of teachers' performance.

Excerpt 5
As an old quotation vividly states, there is no difference between those who do their best and those who do not. What we had before the reform and what we have now as the evaluation of teachers' performance through filling in some forms is a bureaucratic procedure only with no use.

Motivation and Temporal Dimensions
To examine the temporal dimensions in motivation, five basic questions were developed. They included the social status of teaching

career, teachers' financial status, career promotion, how EFL teaching profession is viewed in society, and the social status of EFL teachers. A partial difference was observed for the effect of all these temporal dimensions on teachers' motivation in reference with the time of the reform.

Reason 3

The fact is that the reform has strongly emphasized the divine role of teachers in society and its ideological perspective towards them but this is all at the level of ideological underpinnings of the reform. As the following excerpt reveals, when the reform came to reality and implemented at the level of school, no fresh breeze blew to teachers' sails.

Excerpt 6

When we heard that the reform is to implement, we all were on the moon for we believed that the reform gives back the real societal status of teachers and strengthens their financial afford. But all in vain! Not only did we get better societal position, but also we got more financial vulnerability. Too sad to say, a great number of teachers have low-status part-time job as well. Do you know why? The simplest reply coming to mind is that they are under the poverty line.

Motivation and Negative Factors

In terms of the negative factors, five major questions were adopted to investigate English teachers' motivation. They included the construction and administration of English test items, classroom management, class hours, the low quality of in-service courses, and the incompatibility of the necessities of education system and teachers' professional knowledge. Except for the last two questions, the difference between pre- and post-reform era was significant.

Reason 4

The first question dealing with the negative factors affecting teachers' motivation was the construction and administration of test items which would be in parallel with the current EFL approach in the post-

reform era. As the findings of the study revealed there has been a significant difference between the pre-reform and post-reform era considering this issue.

It seems that construction of a pool of test items which communicatively assess students' language ability and skill is much far beyond teachers' capability in test construction. Thus, this could be considered as a negative factor on teachers' motivation.

The second question deals with the effect of classroom management on teachers' motivation in both pre and post-reform era. The findings of the study showed that there is a significant difference between the pre-reform and post-reform era. This could be related to the nature of tasks used in a CLT-oriented English classroom. Cooperative learning in which pair work and group work are highly recommended are at the heart of communicative language teaching. Most of the time students are busy playing roles and doing joint in-class projects. This would lead to lessening teacher's control on students' behavior. Along with this, the number of students in classroom, that is, class size, would fuel the problems in classroom management. All in all, as the following excerpt indicates, the nature of tasks used in CLT and class size would greatly influence teacher' control on classroom dynamism and this would negatively affect teachers' motivation.

Excerpt 7

I am a teacher whose philosophy of teaching has been shaped traditionally. That is, I am the sage on the stage, and they (students) are empty vessels waiting to be filled. This has been the dominant teaching culture of Iranian English teachers. How can I change my mentality to practice some other way round. It is too difficult for me to loosen my control over students. If so, they make a lot of noise. Practicing what CLT recommends has made me feel uneasy. I am quite reluctant to do so.

There has also been a significant difference on the effect of class hours on teachers' motivation between pre- and post-reform era.

Regarding the number of sessions in English weekly timetable, it has been reduced from two sessions of 2 hours to one session of 2 hours. This has made teachers embarrassed. On the one hand, the content of the newly-published English textbooks has become of a variety of tasks which need enough time to cover. On the other hand, the number of class sessions has been reduced. This seems to have negatively affected teachers' motivation. See the following excerpt.

Excerpt 8
Practicing four English language skills through different tasks such as group work, role play, round table discussion, and storytelling while time is limited would be just scratching the surface. I have heard, but not sure, that teaching English language using CLT method needs at least four sessions of 2 hours in a week.

Conclusion

As indicated in the related literature there are various factors affecting teacher's motivation. Introduction of educational reforms in general and language learning curriculum in particular, may lead to changes in teacher's level of motivation. Taking a fundamental reform in the educational system of Iran in 2011, the present study was carried out to investigate how effective this reform has been in motivating Iranian EFL teachers in junior high schools.

Communicative Language Teaching as the core of the newly adopted reform which is reflected in textbooks and teaching methodologies demands EFL learners' active participation in the educational process, and this has enhanced EFL teachers' motivation toward teaching. However, there are other factors which have been overlooked in some educational areas; school associations' lack of sufficient efficiency in solving teachers' problems and dealing with quite common issues, teachers' social position and their vulnerable financial status were the most salient factors leading to the teachers' lack of motivation.

The findings of the study would be beneficial for policy makers to take into account all aspects of teacher motivation in their proposed

curriculum and pay more attention to the factors demotivating teachers and strengthening aspects which has enhanced teachers' motivation.

All research studies usually suffer from a number of limitations and this study is of no exception. First, persuading EFL teachers to fill the questionnaires and answer to the interview questions was not an easy task. They were reluctant to participate in the study and demonstrate their real ideas and feelings. Second, the study was supposed to cover several cities, yet it could only cover two districts of Isfahan and Chaharmahal and Bakhtiari provinces. Third, in some cases, questionnaires were sent via emails, but no answer was received from the target teachers.

In order to have a better understanding of any reform, it is better to peruse any issue before, while and after the reform. Since this study was performed after the reform, the researchers didn't have any access to teachers' ideas before the reform. Therefore, they couldn't examine EFL teachers' ideas teaching *Prospect Book Series*, and teachers' teaching *Vision Textbook Series* were selected instead since they were not offered to the learners at the time of the study. So, the researcher could receive teachers' idea several months before the introduction of the new *Vision Textbooks materials.*

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Appendix

Translated Version of Teacher Motivation Questionnaire

Thank you for agreeing to complete this questionnaire. The information you provide will be very useful in helping me understand your views on the effect of the Fundamental Reform Document of Education in Iran on EFL teachers' motivation. This questionnaire consists of two sections; before the reform (pre- reform) and after the reform (post- reform). I ask you to feel free to express what you really think and to answer ALL the questions

Age: **Sex: Male**   **Female**

Language   Teaching   Experience: …….   years
Education Level:

Pre- Reform	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The number of students in classrooms increased the quality of my teaching profession.					
2. The academic performance of students made me willing toward the teaching career.					
3. Planning and administrating English tests made me fatigue.					
4. School resources such as laboratories, libraries and hardware equipment were effective in my teaching profession.					
5. Financial status of the teaching profession made me interested in the teaching process.					
6. I was greatly interested in the teaching profession.					
7. The low quality of in-service teacher training courses was					

greatly stressful.					
8. English teaching profession was really appealing to me.					
9. School evaluation parameters made me interested in the teaching profession.					
10. The number of weekly hours devoted to English classes made me fatigue.					
11. The social status of my job as an English teacher increased my interest toward the teaching career.					
12. I was glad since I had a hand in students' social development.					
13. Job promotion made me willing toward the teaching process.					
14. Class management was greatly difficult and stressful.					
15. Disparity of expectations and demands of the educational system with teachers' professional knowledge made me demotivated.					
16. I was really interested in studying					

English teaching articles.					
17. My social perspective as an English teacher made me motivated toward the teaching profession.					
18. I had close relation with teachers' associations and I was eager to attend the meetings.					
19. School equipment made me interested in the teaching process.					
20. My Social status as an English teacher made me willing toward the teaching profession.					

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Post- Reform	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The number of students in classrooms increases the quality of my teaching profession.					

2. The academic performance of students makes me willing toward the teaching career.					
3. Planning and administrating English tests makes me fatigue.					
4. School resources such as laboratories, libraries and hardware equipment are effective in my teaching profession.					
5. Financial status of the teaching profession makes me interested in the teaching process.					
6.I am greatly interested in the teaching profession.					
7. The low quality of in-service teacher training courses is greatly stressful.					
8. English teaching profession is really appealing to me.					
9. School evaluation parameters make me					

interested in the teaching profession.					
10. The number of weekly hours devoted to English classes makes me fatigue.					
11. The social status of my job as an English teacher increases my interest toward the teaching career.					
12. I am glad since I have a hand in students' social development.					
13. Job promotion makes me willing toward the teaching process.					
14. Class management is greatly difficult and stressful.					
15. Disparity of expectations and demands of the educational system with teachers' professional knowledge makes me demotivated.					

16. I am really interested in studying English teaching articles.					
17. My social perspective as an English teacher makes me motivated toward the teaching profession.					
18. I have close relation with teachers' associations and I am eager to attend the meetings.					
19. School equipment makes me interested in the teaching process.					
20. My Social status as an English teacher makes me willing toward the teaching profession.					

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